International Leadership of Texas

Keller Saginaw High

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Mathematics

Mission Statement

The mission of International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish and Chinese languages, and strengthening the body, mind and character.

Vision

ILTexas Keller-Saginaw High School is a college preparatory experience where our language acquisition programs and rigorous educational opportunities are unparalleled in the DFW area. It is our expectation that our students will explore all opportunities available as they matriculate through their high school years and get involved in every aspect of our school through academics, athletics and servant leadership.

Motto

"Others Before Self"

Campus Creed: FLIGHT

Finish What You Start

Lead By Example

Improve Daily

Give Your Best Effort

Honor and Respect Yourself and Others

Take Responsibility

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Comprehensive Needs Assessment

Demographics

Demographics Summary

ILTexas Keller-Saginaw High School is a college-prep high school that focuses on International leadership and trilingual education. Our curriculum includes Spanish, Mandarin, fitness, and a grade-level community service project which is student-initiated and implemented. Our international focus includes an agreement with a private school to educate students from China with the goal of high school graduation, college admission, and college graduation. We create global citizens by focusing on educating the body, mind, and character.

Student Demographics	Count	Percent
Gender		
Female	372	49.47%
Male	380	50.53%
Ethnicity		
Hispanic-Latino	384	51.06%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	58	7.71%
Black - African American	153	20.35%
Native Hawaiian - Pacific Islander	2	0.27%
White	125	16.62%
Two-or-More	30	3.99%

Student by Program	Count	Percent
Emergent Bilingual (EB)	171	22.74%
Bilingual	0	0.00%
English as a Second Language (ESL)	87	11.57%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	84	11.17%
Gifted and Talented	68	9.04%
Special Education (SPED)	54	7.18%
Title I Participation	752	100.00%
Dyslexia	26	3.46%
Economic Disadvantage		
Economic Disadvantage Total	317	42.15%

Student by Program	Count	Percent
Free Meals	9	1.20%
Reduced-Price Meals	3	0.40%
Other Economic Disadvantage	305	40.56%
Homeless Statuses		
Homeless Status Total	2	0.27%
Shelter	0	0.00%
Doubled Up	2	0.27%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
At-Risk	**389**	**51.73%**
Title I Homeless	0	0.00%
Immigrant	8	1.06%
Migrant	0	0.00%
Military-Connected	54	7.18%
Foster Care	0	0.00%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	64	8.51%
Intervention Indicator	49	6.52%
IEP Continuer	1	0.13%

Demographics Strengths

1. Our staff is a reflection of our student body, which is diverse and able to pull from various cultures and ethnic backgrounds to enrich the learning process.

2. We celebrate diversity in our program, not only by requiring students to study the Spanish and Mandarin Chinese language, but we also celebrate the cultures of our students that represent various countries around the world through our International Festival and other campus activities.

3. We have a number of parents and families that speak only Spanish. For these families, correspondence from our school via School-Messenger will be in English and Spanish. We also employ a number of faculty members who are available to translate meetings if needed.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 9.25% increase in students labeled "At-Risk". **Root Cause:** Students are academically deficient due to "covid gap"

Problem Statement 2 (Prioritized): 54% of ALG I students failed the EOC **Root Cause:** Teacher turn over in the math department

Problem Statement 3 (Prioritized): Increase in the number of EL students that are not performing on grade level. **Root Cause:** Lack of PD for teachers in implementing EL strategies

Problem Statement 4 (Prioritized): Teachers have not had the opportunity to attend expert training conferences. **Root Cause:** Limited funding to pay for conference expenses.

Problem Statement 5 (Prioritized): There is a high struggle with recruiting and retaining sped and Algebra teachers **Root Cause:** Recruiting efforts are not wide enough and need to expand.

Student Learning

Student Learning Summary

Algebra 1	DNM	Approaches	Meets	Masters
State	28%	28%	16%	28%
Region 10	27%	26%	16%	32%
ILTexas	27%	36%	16%	21%
KSHS	48%	36%	10%	6%

US History	DNM	Approaches	Meets	Masters
State	11%	19%	27%	43%
Region 10	12%	19%	26%	43%
ILTexas	7%	22%	30%	41%
KSHS	5%	14%	25%	56%

Biology	DNM	Approaches	Meets	Masters
State	19%	26%	34%	22%
Region 10	17%	24%	34%	25%
ILTexas	22%	33%	35%	10%
KSHS	20%	33%	38%	9%

English 1	DNM	Approaches	Meets	Masters
State	37%	15%	37%	11%
Region 10	36%	14%	37%	13%
ILTexas	35%	17%	40%	8%
KSHS	43%	22%	32%	3%

English 2	DNM	Approaches	Meets	Masters
State	29%	14%	48%	9%
Region 10	29%	13%	48%	10%
ILTexas	26%	15%	53%	6%
KSHS	21%	14%	58%	8%

Student Learning Strengths

Our students performed very well on the English II EOC, Biology EOC, and US History EOC. We hope to keep the momentum going as well as improve the English I scores with a few personnel adjustments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 54% of ALG I students failed the EOC **Root Cause:** Teacher turn over in the math department

Problem Statement 2 (Prioritized): 9.25% increase in students labeled "At-Risk". **Root Cause:** Students are academically deficient due to "covid gap"

Problem Statement 3 (Prioritized): Increase in the number of EL students that are not performing on grade level. **Root Cause:** Lack of PD for teachers in implementing EL strategies

Problem Statement 4 (Prioritized): Teachers have not had the opportunity to attend expert training conferences. **Root Cause:** Limited funding to pay for conference expenses.

Problem Statement 5 (Prioritized): There is a high struggle with recruiting and retaining sped and Algebra teachers **Root Cause:** Recruiting efforts are not wide enough and need to expand.

School Processes & Programs

School Processes & Programs Summary

Technology:

- Teachers are issued laptop computers
- Students are issued Chromebooks
- Teachers have access to a variety of instructional software and websites including Google Classroom, Skyward, TEKS Resource Service, and PLATO.
- Each classroom is equipped with a projector and an interactive whiteboard and Document cameras

Teacher Support/Collaboration/Coaching

- Master Schedule supports teacher collaboration and input into the decision-making process by grouping grade level and content area teachers into specific learning communities.
- Each PLC is facilitated by a GLA (Grade Level) or Lead (Content Area) that promotes problem-solving and decision-making.
- All new teachers are partnered with a mentor to support them with instructional needs and questions as well as emotional support
- Questions are encouraged and forwarded to Cabinet Leadership Team and responses are communicated to staff in informal and formal
- Weekly staff email
- Committees are formed to find solutions and take action.
- Monthly parent newsletters

Student Leadership

- Students are encouraged to form a club proposal to submit to the principal for approval
- Students promote a college-going atmosphere by joining the ASP leadership group to support underclassmen in the college selection and application process
- Selective seniors volunteer time at the K8 feeder schools to support teachers and students

Focus on "mind, body, and character"

- Students engage in life-long fitness activities through a daily fitness class
- Leadership development is supported and encouraged through a school-wide leadership course. The course focuses on positive leadership traits and servant leadership.
- Students are required to attend Flight Training (tutorials) and/or Eagle Academy (Academic support) when identified as a student that would benefit from extra support

School Leadership:

- Increase in teacher retention compared to the previous year
- 6 new staff members were added to the staff
- 1 new allocated sped teacher positions due to an increase in SpEd needs
- 2 new Grade Level Administrators (promoted from within due to a GLA reassignment)

School Processes & Programs Strengths

Diverse staff and student body

Expectations for data-driven instruction through collaboration and more structured content area PLCs

- Weekly meetings to discuss planning; review/share resources (alignment)
- Support new teacher issues related to student behavior, content, etc.
- Utilize data to drive instruction
- Observe master teachers
- Master teachers model lessons, observe and give unofficial feedback and support
- Teachers are provided an additional conference and they will teach one less session

Expectations for frequent classroom visits/walkthroughs with feedback to promote continuous improvement

- More intentional feedback sessions to dialogue
- Feedback is support for growth and continuous improvement

Improved discipline measures (more structured in-school suspension and addition of before school discipline)

Increase in student clubs and leadership opportunities

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Parents feel that they are not educated on the proper procedures to ensure that their student receives all the benefits of being an ILTexas student
Root Cause: Lack of communication regarding the expectations for academic success

Problem Statement 2 (Prioritized): Stakeholders believe that ILTexas is shifting its expectation of student behavior **Root Cause:** Increase in the number of students violating ILTexas expectations for behavior

Problem Statement 3 (Prioritized): Teachers have not had the opportunity to attend expert training conferences. **Root Cause:** Limited funding to pay for conference expenses.

Problem Statement 4 (Prioritized): There is a high struggle with recruiting and retaining sped and Algebra teachers **Root Cause:** Recruiting efforts are not wide enough and need to expand.

Problem Statement 5 (Prioritized): Outside partners are needed to provide support for student achievement. The additional support could consist of, but is not limited to the following: bilingual tutors, algebra tutors, Algebra boot camps, and SAT and PSAT tutoring. **Root Cause:** The needs of each campus are unique to the community they serve. Subscribing to the one size fits all is not beneficial to all students. The additional personnel could consist of, but is not limited to the following: tutors, sped IAs, and an instructional coach.

Perceptions

Perceptions Summary

At IL Texas Keller-Saginaw High school:

- Students and staff feel safe.
- Teachers are encouraged to put relationships first in order to connect with students to increase the likelihood of a positive classroom climate to promote learning for all
- Students are empowered to improve our community through our "Others Before Self" projects (seek assistance from the counseling department for organizations)
- student's social and emotional health and safety is important to our service
- Students are given a platform to openly share their ideas and talents through multiple clubs and activities supported by the staff
- Students are reminded daily of the expectations for success (FLIGHT).
- Students are recognized, praised, and rewarded for exemplifying the character traits of an ILTexas student (Eagle feathers)
- House System to promote belonging, student achievement, and friendly competition

Communication:

- A campus newsletter is published once a month
- students and parents receive a WAAG (Week-at-a-glance), which is weekly updates on upcoming events and deadlines
- The principal meets with parents and community members once a month (Lattes with Layne) to celebrate accomplishments, discuss current issues that impact student achievement and growth, and gather feedback for continuous improvement
- Students have been included in all email correspondence that is sent to parents
- Campus utilizes social media and other forms of immediate contact to communicate with parents

Perceptions Strengths

- Students feel safe openly engaging in learning opportunities
- KSHS is an academically sound school with students and teachers working towards a common goal of "student success"
- Parents support most school activities and events

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Stakeholders believe that ILTexas is shifting its expectation of student behavior **Root Cause:** Increase in the number of students violating ILTexas expectations for behavior

Problem Statement 2 (Prioritized): Parents feel that they are not educated on the proper procedures to ensure that their student receives all the benefits of being an ILTexas student **Root Cause:** Lack of communication regarding the expectations for academic success

Problem Statement 3 (Prioritized): Outside partners are needed to provide support for student achievement. The additional support could consist of, but is not limited to the following: bilingual tutors, algebra tutors, Algebra boot camps, and SAT and PSAT tutoring. **Root Cause:** The needs of each campus are unique to the community they serve. Subscribing to the one size fits all is not beneficial to all students. The additional personnel could consist of, but is not limited to the following: tutors, sped IAs, and an instructional coach.

Problem Statement 4 (Prioritized): There is a high struggle with recruiting and retaining sped and Algebra teachers **Root Cause:** Recruiting efforts are not wide enough and need to expand.

Priority Problem Statements

Problem Statement 10: 9.25% increase in students labeled "At-Risk".

Root Cause 10: Students are academically deficient due to "covid gap"

Problem Statement 10 Areas: Demographics - Student Learning

Problem Statement 11: 54% of ALG I students failed the EOC

Root Cause 11: Teacher turn over in the math department

Problem Statement 11 Areas: Demographics - Student Learning

Problem Statement 2: Parents feel that they are not educated on the proper procedures to ensure that their student receives all the benefits of being an ILTexas student

Root Cause 2: Lack of communication regarding the expectations for academic success

Problem Statement 2 Areas: School Processes & Programs - Perceptions

Problem Statement 12: Stakeholders believe that ILTexas is shifting its expectation of student behavior

Root Cause 12: Increase in the number of students violating ILTexas expectations for behavior

Problem Statement 12 Areas: School Processes & Programs - Perceptions

Problem Statement 19: Increase in the number of EL students that are not performing on grade level.

Root Cause 19: Lack of PD for teachers in implementing EL strategies

Problem Statement 19 Areas: Demographics - Student Learning

Problem Statement 17: Teachers have not had the opportunity to attend expert training conferences.

Root Cause 17: Limited funding to pay for conference expenses.

Problem Statement 17 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 16: Outside partners are needed to provide support for student achievement. The additional support could consist of, but is not limited to the following: bilingual tutors, algebra tutors, Algebra boot camps, and SAT and PSAT tutoring.

Root Cause 16: The needs of each campus are unique to the community they serve. Subscribing to the one size fits all is not beneficial to all students. The additional personnel could consist of, but is not limited to the following: tutors, sped IAs, and an instructional coach.

Problem Statement 16 Areas: School Processes & Programs - Perceptions

Problem Statement 18: There is a high struggle with recruiting and retaining sped and Algebra teachers

Root Cause 18: Recruiting efforts are not wide enough and need to expand.

Problem Statement 18 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Capacity and resources data

Goals

Revised/Approved: June 15, 2022

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 1: By the end of the 22-23 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Reading/Language Arts and 25% of EB students will perform at the meets level of achievement on STAAR Reading/Language Arts.

High Priority

Evaluation Data Sources: TELPAS, STAAR Reading/Language Arts

Strategy 1 Details	Reviews			
Strategy 1: Provide afterschool and Saturday tutorials for students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student success as measured by state and local assessments	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principal, APs, IC, GLAs, teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** - 211 - Title 1-A - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: ILTexas will provide supplemental tutoring sessions (bilingual, online, peer to peer, Algebra) to Emergent Bilingual students to accelerate their performance on both formative and state assessments. **Strategy's Expected Result/Impact:** Increased number of students reaching "meets" on the STAAR assessments. **Staff Responsible for Monitoring:** Administrators, GLAs, teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1 - Student Learning 2	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 9.25% increase in students labeled "At-Risk". **Root Cause**: Students are academically deficient due to "covid gap"

Student Learning
Problem Statement 2: 9.25% increase in students labeled "At-Risk". **Root Cause**: Students are academically deficient due to "covid gap"

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 2: By the end of the 22-23 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Math and 25% of EB students will perform at the meets level of achievement on STAAR Math.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Math, Math EOCs,

Strategy 1 Details	Reviews			
Strategy 1: Provide afterschool and Saturday tutorials for students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student achievement as measured by state and local assessments	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principal, APs, IC, GLAs, teachers **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** - 420 - State - $5,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing and intensive professional development for all teachers and administrative staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More effective instruction	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principal, APs, GLAs, teachers **Title I:** 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 4 - Student Learning 1, 4 - School Processes & Programs 3				

Strategy 3 Details	Reviews			
Strategy 3: Parent and community engagement to discuss the campus goals and to gain support for the school initiatives to improve student success	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase in parental support and the number of students taking advantage of afterschool and Saturday intervention, support, and enrichment.   Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.
    Staff Responsible for Monitoring: Principal, APs. GLAs, IC, teachers
 	
    Title I:
2.5, 4.2
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
    Problem Statements: School Processes & Programs 1 - Perceptions 2				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 9.25% increase in students labeled "At-Risk". **Root Cause**: Students are academically deficient due to "covid gap"
Problem Statement 2: 54% of ALG I students failed the EOC **Root Cause**: Teacher turn over in the math department
Problem Statement 4: Teachers have not had the opportunity to attend expert training conferences. **Root Cause**: Limited funding to pay for conference expenses.

Student Learning
Problem Statement 1: 54% of ALG I students failed the EOC **Root Cause**: Teacher turn over in the math department
Problem Statement 2: 9.25% increase in students labeled "At-Risk". **Root Cause**: Students are academically deficient due to "covid gap"
Problem Statement 4: Teachers have not had the opportunity to attend expert training conferences. **Root Cause**: Limited funding to pay for conference expenses.

School Processes & Programs
Problem Statement 1: Parents feel that they are not educated on the proper procedures to ensure that their student receives all the benefits of being an ILTexas student **Root Cause**: Lack of communication regarding the expectations for academic success
Problem Statement 3: Teachers have not had the opportunity to attend expert training conferences. **Root Cause**: Limited funding to pay for conference expenses.

Perceptions
Problem Statement 2: Parents feel that they are not educated on the proper procedures to ensure that their student receives all the benefits of being an ILTexas student **Root Cause**: Lack of communication regarding the expectations for academic success

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 74% to 77% by June 2023.

High Priority

Evaluation Data Sources: SAT, AP, DUAL CREDIT, CTE

Strategy 1 Details	Reviews			
Strategy 1: 10th and 11th grade English classes will enroll students in Khan Academy during class and link their PSAT scores	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase in SAT scores				
Staff Responsible for Monitoring: APs, English teachers, IC				
Title I: 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: Utilize Title funds to students that cannot afford to pay for the cost of AP exams	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student participation in taking AP exams	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principal, budget clerk, APs, AP teachers				
Title I: 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 2				

Strategy 3 Details	Reviews			
Strategy 3: Provide Career & Technical Education resources including but not limited to teacher professional development, hardware, software, peripherals, online resources, and industry-based tools to support the established Programs of Study. **Strategy's Expected Result/Impact:** Increased academic performance and CCMR percentage. **Staff Responsible for Monitoring:** Administrators, GLAs, IC, Content leads **Title I:** 2.4, 2.5 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** - 211 - Title 1-A - $2,000	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Title funds will be utilized to cover the cost of two AP exams per student, to incentivize and attract students to take AP courses and exams. This will help eliminate educational barriers and promote access to postsecondary education. **Strategy's Expected Result/Impact:** Increased academic performance and CCMR percentage. **Staff Responsible for Monitoring:** Administrators and GLAs **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college - - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** - 211 - Title 1-A - $2,000	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 9.25% increase in students labeled "At-Risk". **Root Cause**: Students are academically deficient due to "covid gap"
Problem Statement 2: 54% of ALG I students failed the EOC **Root Cause**: Teacher turn over in the math department

Student Learning
Problem Statement 1: 54% of ALG I students failed the EOC **Root Cause**: Teacher turn over in the math department
Problem Statement 2: 9.25% increase in students labeled "At-Risk". **Root Cause**: Students are academically deficient due to "covid gap"

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 4: By the end of the 22-23 school year, 70% of ILTexas students will increase performance on traditionally low standards. 50% of ILTexas high school freshmen will increase performance on traditionally low standards on G9 Bio STAAR EOC.

High Priority

HB3 Goal

Evaluation Data Sources: Bio STAAR EOC

Strategy 1 Details		Reviews			
Strategy 1: All teachers will utilize word walls, and implement the use of DBQs in US history and AP history courses.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in the number of students being successful at the meets and masters achievement level, increase in the number of students scoring 3-4 on AP exams		**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: AP over history department, IC, Lead history teacher **Title I:** 2.5 **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: 9.25% increase in students labeled "At-Risk". **Root Cause**: Students are academically deficient due to "covid gap"
Student Learning
Problem Statement 2: 9.25% increase in students labeled "At-Risk". **Root Cause**: Students are academically deficient due to "covid gap"

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 5: By the end of the 22-23 school year, ILTexas students enrolled in the Special Education program will maintain a Meets achievement standard at a 9% rate for Math and a 10% rate for English Language Arts and Reading state assessments.

    High Priority

    Evaluation Data Sources: MAP, Interim assessments, STAAR

Strategy 1 Details			Reviews		
Strategy 1: Shift SPED support to in-class support, followed by content mastery after initial on-level instruction.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase in student comprehension/achievement as measured by state and local exams.	**Nov**	**Jan**	**May**		**June**
Staff Responsible for Monitoring: Principal, AP, SPED Coordinator, SPED teachers **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2 - Perceptions 1					

    0% **No Progress**   100% **Accomplished**   ➡ **Continue/Modify**   ✖ **Discontinue**

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 2: Stakeholders believe that ILTexas is shifting its expectation of student behavior **Root Cause**: Increase in the number of students violating ILTexas expectations for behavior

Perceptions
Problem Statement 1: Stakeholders believe that ILTexas is shifting its expectation of student behavior **Root Cause**: Increase in the number of students violating ILTexas expectations for behavior

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 6: By the end of the 22-23 school year, students' learning readiness indicator as measured by Rhithm, will increase 10% with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety.

    Evaluation Data Sources: Rhithm Insight reports

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed) and purchase resources (such as but not limit to SEL and mental health curriculum for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students) to improve students' readiness to learn.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Improve learning readiness as measured by Rhithm **Staff Responsible for Monitoring:** Principal, APs, Counselors **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 2, 4 - Student Learning 1, 4 - School Processes & Programs 3 **Funding Sources:** - 211 - Title 1-A, - 420 - State				

     0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: 54% of ALG I students failed the EOC **Root Cause**: Teacher turn over in the math department
Problem Statement 4: Teachers have not had the opportunity to attend expert training conferences. **Root Cause**: Limited funding to pay for conference expenses.
Student Learning
Problem Statement 1: 54% of ALG I students failed the EOC **Root Cause**: Teacher turn over in the math department
Problem Statement 4: Teachers have not had the opportunity to attend expert training conferences. **Root Cause**: Limited funding to pay for conference expenses.
School Processes & Programs
Problem Statement 3: Teachers have not had the opportunity to attend expert training conferences. **Root Cause**: Limited funding to pay for conference expenses.

Goal 2: By the end of the 22-23 school year, at least 75% of students graduate meeting language (students enrolled at ILTexas 7 years or more are at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 1: By the end of 22-23 school year, at least 50% of 5th grade students who have been with ILTexas for more than 5 years will reach a Novice Mid proficiency in Chinese and Novice High in Spanish.

   Evaluation Data Sources: AAPPL and ACTFL rating.

Strategy 1 Details				Reviews			
Strategy 1: Ensure that students are scheduled in the course that is aligned to their proficiency level				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in the number of students that are making measurable gains in the language acquisition				**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principal, AP, counselors, LOTE teachers **Title I:** 2.5 **Problem Statements:** Demographics 1 - Student Learning 2							
0% No Progress	100% Accomplished	Continue/Modify		Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 9.25% increase in students labeled "At-Risk". **Root Cause**: Students are academically deficient due to "covid gap"
Student Learning
Problem Statement 2: 9.25% increase in students labeled "At-Risk". **Root Cause**: Students are academically deficient due to "covid gap"

Goal 2: By the end of the 22-23 school year, at least 75% of students graduate meeting language (students enrolled at ILTexas 7 years or more are at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 2: By the end of 22-23 school year, at least 50% of 8th grade students who have been with ILTexas for more than 8 years will reach an Intermeidate Low proficiency level in Chinese and Spanish.

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing professional development and support for guest teachers that are having difficulty maintaining an orderly classroom.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student positive classroom climate and student success **Staff Responsible for Monitoring:** Principal, AP, Lead teacher, AOT instructional coach **Title I:** 2.5 **Problem Statements:** Demographics 2, 4 - Student Learning 1, 4 - School Processes & Programs 3	**Nov**	**Jan**	**May**	**June**

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 54% of ALG I students failed the EOC **Root Cause**: Teacher turn over in the math department
Problem Statement 4: Teachers have not had the opportunity to attend expert training conferences. **Root Cause**: Limited funding to pay for conference expenses.
Student Learning
Problem Statement 1: 54% of ALG I students failed the EOC **Root Cause**: Teacher turn over in the math department
Problem Statement 4: Teachers have not had the opportunity to attend expert training conferences. **Root Cause**: Limited funding to pay for conference expenses.
School Processes & Programs
Problem Statement 3: Teachers have not had the opportunity to attend expert training conferences. **Root Cause**: Limited funding to pay for conference expenses.

Goal 2: By the end of the 22-23 school year, at least 75% of students graduate meeting language (students enrolled at ILTexas 7 years or more are at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 3: By the end of 22-23 school year, 100% of students in 3rd, 5th, 8th and 12th grade students will be tested by AAPPL Chinese and Spanish and receive score reports.

Strategy 1 Details	Reviews			
Strategy 1: The AP over LOTE will meet with and ensure that the lead LOTE teacher has communicated that every teacher in the department are meeting this expectation	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Parent support and buy-in to the importance and effectiveness of learning languages; students are aware of their language level in order to set personal goals for continuous improvement **Staff Responsible for Monitoring:** Principal, AP, Lead LOTE teachers, LOTE teachers **Title I:** 2.5 **Problem Statements:** Demographics 3 - Student Learning 3				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Increase in the number of EL students that are not performing on grade level. **Root Cause**: Lack of PD for teachers in implementing EL strategies
Student Learning
Problem Statement 3: Increase in the number of EL students that are not performing on grade level. **Root Cause**: Lack of PD for teachers in implementing EL strategies

Goal 2: By the end of the 22-23 school year, at least 75% of students graduate meeting language (students enrolled at ILTexas 7 years or more are at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 4: By the end of 22-23 school year, 9-12th grade EB students will increase their level of proficiency in Algebra.

    Evaluation Data Sources: Math STAAR

Strategy 1 Details	Reviews			
Strategy 1: Provide multiple ways to tutor core content subjects including peer to peer, online bilingual, and Saturday school.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Mastery learning
    Staff Responsible for Monitoring: Administrators,
 	
    Title I:
2.4
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 5: Effective Instruction
    Problem Statements: Demographics 2 - Student Learning 1				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: 54% of ALG I students failed the EOC **Root Cause**: Teacher turn over in the math department
Student Learning
Problem Statement 1: 54% of ALG I students failed the EOC **Root Cause**: Teacher turn over in the math department

Goal 3: By the end of the 22-23 school year ILTexas will retain 75% of teachers, an increase from 74% achieved in the 2021-22 school year.

Performance Objective 1: ILTexas will provide onboarding training for all new teachers in the classroom during the 2022-23 school year.

Strategy 1 Details		Reviews			
Strategy 1: Provide targeted training of classroom routines, instructional strategies, and expectations to ensure effective delivery of instruction.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase of teacher confidence.
     Staff Responsible for Monitoring: Administrators, Instructional Coach
 	
     Title I:
 2.4
  - **TEA Priorities:**
 Recruit, support, retain teachers and principals, Build a foundation of reading and math
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
  - **Targeted Support Strategy**
 Problem Statements: Demographics 2 - Student Learning 1					

0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 54% of ALG I students failed the EOC **Root Cause**: Teacher turn over in the math department
Student Learning
Problem Statement 1: 54% of ALG I students failed the EOC **Root Cause**: Teacher turn over in the math department

Goal 3: By the end of the 22-23 school year ILTexas will retain 75% of teachers, an increase from 74% achieved in the 2021-22 school year.

Performance Objective 2: The campus will increase the retention % of our special education, math and reading teachers by 1%.

Strategy 1 Details		Reviews			
Strategy 1: Provide a positive culture and climate to ensure teachers feel safe and welcome through birthday celebrations, incentives, awards, recognitions.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase in teacher retention.
     Staff Responsible for Monitoring: Administrators
 	
     Title I:
 2.4
  - **TEA Priorities:**
 Recruit, support, retain teachers and principals
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
  - **Targeted Support Strategy**
 Problem Statements: Demographics 5 - Student Learning 5 - School Processes & Programs 4 - Perceptions 4					

0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: There is a high struggle with recruiting and retaining sped and Algebra teachers **Root Cause**: Recruiting efforts are not wide enough and need to expand.
Student Learning
Problem Statement 5: There is a high struggle with recruiting and retaining sped and Algebra teachers **Root Cause**: Recruiting efforts are not wide enough and need to expand.
School Processes & Programs
Problem Statement 4: There is a high struggle with recruiting and retaining sped and Algebra teachers **Root Cause**: Recruiting efforts are not wide enough and need to expand.
Perceptions
Problem Statement 4: There is a high struggle with recruiting and retaining sped and Algebra teachers **Root Cause**: Recruiting efforts are not wide enough and need to expand.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	3	4	Title funds will be utilized to cover the cost of two AP exams per student, to incentivize and attract students to take AP courses and exams. This will help eliminate educational barriers and promote access to postsecondary education.
3	1	1	Provide targeted training of classroom routines, instructional strategies, and expectations to ensure effective delivery of instruction.
3	2	1	Provide a positive culture and climate to ensure teachers feel safe and welcome through birthday celebrations, incentives, awards, recognitions.

Campus Funding Summary

420 - State					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$5,000.00
1	6	1			$0.00
				Sub-Total	$5,000.00
211 - Title 1-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$10,000.00
1	3	3			$2,000.00
1	3	4			$2,000.00
1	6	1			$0.00
				Sub-Total	$14,000.00